

**The Report of the  
Accreditation Visiting Team**

**New Haven School  
2096 East 7200 South  
Spanish Fork, Utah 84660**

**April 6, 2006**



**Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**New Haven School  
2096 East 7200 South  
Spanish Fork, Utah 84660**

**April 6, 2006**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Myron Cottam, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

Foreword.....	ii
Utah State Board of Education.....	iii
New Haven School Owners and Board of Directors.....	1
New Haven School Administration and Staff.....	2
New Haven School Mission Statement and Belief Statements.....	3
Members of the Visiting Team .....	4
Visiting Team Report.....	5
Chapter 1: School Profile.....	5
Suggested Areas for Further Inquiry.....	6
Chapter 2: The Self-Study Process .....	6
Chapter 3: Instructional and Organizational Effectiveness.....	7
Shared Vision, Beliefs, Mission, and Goals.....	8
Curriculum Development.....	9
Quality Instructional Design .....	9
Quality Assessment Systems .....	10
Leadership for School Improvement.....	10
Community Building.....	11
Culture of Continuous Improvement and Learning .....	12
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI.....	12
Chapter 5: School Improvement Efforts – Action Plan .....	14
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	15

## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 6, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of New Haven School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Laurie Laird, Education Director, is also commended.

The staff and administration are congratulated for their desire for excellence at New Haven School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at New Haven School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

## UTAH STATE BOARD OF EDUCATION

250 East 500 South  
P. O. Box 144200  
Salt Lake City, UT 84114-4200

### **District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

### **District 6**

Tim Beagley  
3974 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

### **District 11**

Bill Colbert  
14866 Village Vista Dr.  
Draper, UT 84020  
Phone: (801) 572-1608

### **District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

### **District 7**

Randall A. Mackey  
1172 East 100 South  
Salt Lake City, UT 84102  
Phone: (801) 582-4237

### **District 12**

Mark Cluff  
645 West Hubbard Cir  
Alpine, UT 84004  
Phone: (801) 756-7623

### **District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

### **District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

### **District 13**

Thomas Gregory  
1056 West 1150 South  
Provo, UT 84601  
Phone: (801) 607-4702

### **District 4**

Richard Sadler  
875 Edgewood Dr.  
Ogden, UT 84403  
Phone: (801) 479-7988

### **District 9**

Gary C. Swensen  
1101 Framewood Ln  
Taylorsville, UT 84123  
Phone: (801) 281-8746

### **District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

### **District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

### **District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

### **District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

### **Bonnie Jean Beesley\***

1492 East Kristianna Cir.  
Salt Lake City, UT 84103  
Phone: (801) 359-0295

### **Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

### **Patti Harrington**

Executive Officer

### **Twila B. Affleck**

Secretary

*\*Board of Regents Appointments*

9/8/2005

## **NEW HAVEN SCHOOL**

### **OWNERS AND BOARD OF DIRECTORS**

Drew Johnson.....	Chairman
Val Christensen.....	CEO/Member
James Smith .....	Member
Lance Davis .....	Member
Kathy McGregor .....	Shareholder

### **ADMINISTRATION**

Dustin Tibbitts .....	Executive Administrator
John Stewart.....	Clinical Director
Kacy Kilpatrick.....	Human Resources Director
Kris Kilpatrick .....	Staff Manager
Dori Hone.....	Business Manager
Damon Bunting.....	Director, Buildings and Grounds
Janet Stodmeister .....	Nursing Director
Karl Jensen.....	Recreation Manager
Sam Coates.....	Psychiatrist

# **NEW HAVEN SCHOOL**

## **ADMINISTRATION AND STAFF**

### **School Administration**

Jim Young ..... On-call Principal  
Laurie Laird ..... Education Director  
Margaret Smith ..... Education Assistant

### **Counseling**

Laurie Laird ..... Counselor  
Margaret Smith ..... Counselor  
Pamela McCollum ..... Psychologist

### **Support Staff**

Lindsay Stubbs ..... Lead Supervisor  
Mike Crowley ..... Lead Supervisor  
Christie Valentine ..... Secretary  
Margo Vane ..... Financial Clerk

### **Faculty**

Sarah Arnold ..... Art Teacher  
Julie Ferguson ..... PE Specialist  
Megan Halverson ..... Math Teacher  
Richard Huff ..... On-call Librarian  
Karl Jarvis ..... Science Teacher  
Nikki Packer ..... English Teacher  
Larissa Taylor ..... History Teacher  
Maeva Ward ..... PE/Dance Specialist

## **NEW HAVEN SCHOOL**

### **MISSION STATEMENT**

The mission of New Haven School is to build a challenging learning environment that facilitates life long learners who exemplify responsible citizens and are prepared to meet life's challenges.

### **BELIEF STATEMENTS**

- All students can learn.
- Each student can be an independent learner by demonstrating accountability for her education.
- The school faculty will provide positive role modeling and supportive assistance to the students' emotional, intellectual, physical, and social needs.
- Through exposure to a variety of teaching methods, each student will identify her optimal learning style and learn to be successful in other learning environments.
- Each faculty member is committed to continual improvement of skills through participating in teaching observations, setting and achieving educational goals, and attending training in the areas of new educational methods and mental health.
- Student development and achievement will be facilitated by maintaining a progressive and up-to-date curriculum.



## **MEMBERS OF THE VISITING TEAM**

Ralph P. Vander Heide, Ph.D., Consultant in School Accreditation, Visiting Team  
Chair

Nick Pakidko, Director of Education, Provo Canyon School

## VISITING TEAM REPORT

### NEW HAVEN SCHOOL

New Haven Residential Treatment Center started as a joint venture in 1995 between two young couples, Mark and Kathy McGregor and Craig and Diane LaMont. Mark and Craig were both therapists who had a vision of treating adolescent females in a nurturing and caring environment that facilitated emotional and behavioral change and growth. The school program has evolved over the years in order to continually meet the educational needs of the students. It was founded by Kit Hay in February of 1996. The students met in the loft of the West House, working on educational packets aligned with the Utah State Office of Education curriculum. The school outgrew the loft, and in 2000 it moved to the current school building on the Spanish Fork property, with a total enrollment of thirty-two students. In 2002 the north campus was opened, and eighteen students now attend school in the basement of the house in Saratoga Springs. The goal of the school follows the founding philosophy of New Haven, which is based on love, family, “focus” of control, self-esteem, and values through which positive change and growth are achieved.

New Haven today serves young women in grades 7-12. It is a comprehensive school with an enrollment of approximately 50 (although this varies a bit).

a) *What significant findings were revealed by the school's analysis of its profile?*

The profile of New Haven School includes information on the following things:

- The mission statement and beliefs
- Concise description and history of the school
- Curriculum
- Graduation requirements
- Grading and rank in class
- Grade point information, including an “improvement scale”
- Description of the program
- Information on counseling
- Special education services
- Administration and faculty
- A list of colleges and universities that have accepted New Haven students
- Information on testing
- Ethnic groups
- Most common reasons for admission to New Haven
- Some information on therapy

More pertinent information that broadens the profile of the school is included in the thorough analyses of the departments, as well as in the profile section.

The school discovered significant findings about each student, since each is carefully profiled in order to individualize instruction to the greatest extent possible and to help students with their psychological and behavioral issues. The Visiting Team notes that New Haven well portrays the school population, environment, curriculum, and other relevant information about the school, with emphasis on its mission, philosophy, and educational and rehabilitative direction for each student.

The school's analysis of the profile includes the identification of its strengths and limitations, and it provides a description of the "big picture" about the performance of the school. Profile information was used in drafting the school's improvement plan.

Narrative summaries have been developed that provide a clear description of the performance of students. In addition, graphic overviews of the data clearly portray the relationships among the various sets of data.

The Visiting Team notes that in preparing the profile, the school followed the guidelines of the National Study of School Evaluation (NSSE) and the NSSE handbook, *School Improvement: Focusing on Student Performance*, as well as the Utah accreditation handbook, *Collaborating for Student Achievement*.

- b) *What modifications to the school profile should the school consider for the future?*

The profile was excellent, and the Visiting Team commends the school on the profile data that is given, which includes assessments (achievement, exit, observations, participation, and perceptions) and artifacts (external communications, materials, organizational documents, and records). Data on all aspects of the program are clarified. Limitations as well as strengths are identified. The school is reminded to continue to put its best foot forward and to continue to update and profile thoroughly.

#### **Suggested Areas for Further Inquiry:**

There are no suggestions at this time, but see b) above.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Both teaching and non-teaching staff spoke of the collaborative effort. The Visiting Team observed that the owners, too, were included in the process. The faculty and staff at New Haven School believe that parents are an integral part of the program and an essential element of the therapeutic process. Parents were included to the greatest extent possible, as were therapists.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

This has been well done, as noted elsewhere in this report.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

The desired results for student learning (DRSLs) of the New Haven School are as follows:

1. Character and Civic Responsibility
2. Communication
3. Thinking and Reasoning

The Visiting Team notes that teachers met to discuss an “original list” of eleven DRSLs. After discussions and deliberations that list was prioritized and reduced to the DRSLs most pertinent at this time, resulting in the three listed above. The Visiting Team highly commends the school for determining for each of the above a rationale and for defining each very specifically. For example, “Communication” is defined as follows: “Communication is a technique for expressing ideas effectively. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs or behavior.” The rationale for this DRSL is, “Effective communication skills are essential to one’s success in education, employment, society, and interpersonal relationships. Students will learn techniques to communicate clearly and effectively while at New Haven.”

Each department was thoroughly evaluated to determine how well its courses met and were aligned with the DRSLs. Each responded to a list of eleven “essential questions” concerning best practices in teaching/learning. Strengths and limitations were identified, and each department reported on how well it was meeting the school’s current improvement goals.

In the section of the school’s self-study entitled “Desired Results for Student Learning and Action Plan,” the DRSLs are again listed and specific indicators of each are

described. For example, one of three indicators of achievement for “Thinking and Reasoning” is, “Makes inferences, makes validated conclusions.”

Three further outcomes for each DRSL are also described, namely:

- KNOWLEDGE we want our students to gain
- SKILLS we want our students to develop
- DISPOSITIONS we want our students to have

Then, five or six very specific desired outcomes are listed for each DRSL. For example, “Knows how to recognize connections between prior knowledge and newly acquired information” (Thinking and Reasoning).

### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

New Haven is to be commended for its collaborative effort. Stakeholders met regularly as part of the self-study process. Beliefs, mission and DRSLs were a result of the collaborative approach. The mission statement does indeed describe a compelling purpose and direction for the school. It was written (and modified from the original) after stakeholders reviewed surveys and current objectives.

Stakeholders appear to understand that they must work their way through problems of instructional practice at ever-increasing levels of complexity and demand.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

This has been well accomplished (see the list of beliefs at the beginning of this report). The school beliefs address key issues pertinent to effective decision-making and policy development. It appears that the implications of the school’s belief statements and the level of the school’s conviction to act upon the beliefs have been considered prior to finalizing the list of beliefs.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school’s mission and beliefs align as recommended by NSSE. The Visiting Team observed that the analysis of student learning needs takes into account profile data and related assessment and evaluation measures of student learning. The expectations for student learning reflect meaningful and appropriately

challenging goals. They are free of jargon, and all stakeholders can understand the clear and concise language.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum is based on the Utah Core Curriculum, and teachers work together to meet and modify the core as needed for the school's unique population. The Utah Life Skills are a part of the curriculum. Standards for appropriate learning for the varying abilities guide the development of curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

See above. All faculty members concur in focusing on the school-wide DRSLs as part of their teaching assignment. All staff members seem to be conversant with the DRSLs, mission, and school beliefs.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Teachers have learned that they must be creative and innovative with this student population, and to help with the rehabilitation of students as well as their academic needs. Teachers are very much aware that instructional time must be protected and appropriately allocated to support learning. The Visiting Team encourages the teaching staff to continue and to improve in this endeavor.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The faculty is committed to this (see a) above).

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The students engage in several appropriate "additional opportunities" such as sports, equine therapy, and community service, as well as activities that directly

improve and enrich their learning through expanded use of time, facilities, and instructional resources.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

The development of assessments of student learning is based on a clear definition of the type of achievement to be assessed and the performance standards for evaluating the quality of students' achievement. Assessment is both formative and summative. It appeared to the Visiting Team that assessments are fair, equitable, creative, and varied. Teachers attempt to individualize assessment. The Visiting Team highly commends teachers for incorporating or creating a variety of assessments in their effort to individualize. For example, one student was creating a collage about characters in a novel she had read. This activity tested her knowledge and reinforced it.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Assessment is varied and aligned directly with teaching.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Unquestionably, there is equity in all assessments.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The Academic Director is a competent educational leader who understands the importance of promoting and fostering "quality instruction." She encourages decision making that is data-driven, research-based, and individualized. Along with other administrators (see the list in the front of this report), she provides skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment. She monitors the work of the teachers and checks on the progress of the students.

The school leadership promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

It appears—from the excellent self-study, and from speaking with the faculty and other groups—that this is accomplished to a great extent. Certainly “collaboration” is part of the ethos at New Haven.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The educational director of the school closely monitors progress in the achievement of students, as well as all aspects of the educational program and the relationship between academics and therapy.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

This is consummately accomplished.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

Learning outcomes guide the allocation of resources. The Visiting Team discussed the issue of resource allocation with the administration, teachers, and owners.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Collaboration, as noted elsewhere, forms part of the *raison d’etre* at New Haven.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

As noted throughout this report, community building is part of the ethos of New Haven. Positive and productive working relationships are established among the students, teachers, support staff, and administrators.



- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

As noted above, the school participates in community projects and service learning, which are an integral part of the program.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

This is commendably accomplished at New Haven School. The Visiting Team learned that administrators and owners understand the need for ongoing professional improvement.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school is committed to progressive change. Of course, a principle concern is to help these youngsters with their personal problems in order that they may better achieve academically.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

New Haven School meets all four sections of this standard. The educational program is aligned with the mission statement and beliefs. The Visiting Team observed that the vision for the school has been collaboratively developed. The instructional and organizational practices, as well as the policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society. The program of studies meets the requirements of the state.

### **Standard II – Student Personnel Services**

All three sections of this standard are met. Personnel services are designed to give appropriate, systematic assistance to students as called for in the subsections of the requirements. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled. The primary objective of the

counseling program is to promote and enhance the academic and personal development of students and to prepare them for post-high school experiences.

### **Standard III – School Plant and Equipment**

This standard is met. Both campuses are located on beautiful, spacious, semi-rural sites. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere. It provides for the health and safety of students and all school faculty members and personnel.

The Visiting Team notes that a new dormitory, complete with kitchen and study/relaxing areas, is being built at the Spanish Fork campus.

### **Standard IV – Library Media Program**

New Haven **does not meet** the five sections of this standard. The school library media program is a limited resource for literacy, information, and curriculum support. It contributes to a limited extent to the achievement of the DRSLs. It appears that sufficient funds are provided each year to meet the library/media needs of students and teachers; however, dated and inappropriate materials should be gleaned. Teachers should be consulted on specific needs in order to supplement and augment instruction and work in the classrooms. Students complained about the low reading level of some novels (such as *Sweet Valley High*). The certified consulting librarian needs to work with teachers and administration in fully meeting this standard.

### **Standard V – Records**

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

### **Standard VI – School Improvement (This is addressed in the self-study.)**

The five sections of this standard are met. The school improvement plan focuses on the total school rather than each of the separate components within the school. Systematic analysis of data regarding the performance of students has been incorporated into the comprehensive school improvement process, as has ongoing examination of instructional practices. The plan is updated and adjusted each year in alignment with perceived needs.

### **Standard VII – Preparation of Personnel**

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah, and are endorsed or properly, temporarily exempted for the subjects they are teaching.

### **Standard VIII – Administration**

This standard is well met. The administration of New Haven School provides educational leadership, supervises and coordinates programs, and carries out the necessary and required administrative procedures.

### **Standard IX – Teacher Load**

This standard is well met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or NAAS. The Visiting Team observed class sizes as small as five or six, as well as much one-on-one instruction and tutoring.

### **Standard X – Activities**

This standard is well met. The school supports a range of activities that supplement and augment the basic instructional program by providing additional enriching experiences for students consistent with the school's mission and beliefs. Attention is paid to providing equal opportunities.

### **Standard XI – Business Practices**

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

## **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The plan appears to be adequate and understood by all stakeholders. There is school-wide commitment to the action plan, and follow-up procedures are sound. The Visiting Team assumes that the plan will achieve the desired outcomes. School personnel intend to change and modify it as needed. The school followed the suggested format of NSSE.

The recommended format is to have complete alignment (profiling—establishing beliefs—mission statement derived from beliefs—analysis of how the school is operating—establishment of DRSLs based on profiling, mission and beliefs—an action plan that addresses the DRSLs).

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Deep commitment to the action plan is evident at all levels.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Follow-up procedures are detailed. The action plan is very detailed. It is exemplary. Each DRSL is addressed in a timeline, and detailed information is given on “what, where, why, how, and by whom.”

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The Visiting Team commends all school personnel for being forthright in evaluating and commenting on the school.
- The Visiting Team commends the school leadership who, with the collaboration of all school personnel, wrote a comprehensive and thorough self-study. The work on departments and the analyses by the focus groups is especially detailed and truly presents the “big picture” at New Haven School.
- The Visiting Team commends all school personnel for their enthusiastic and positive approach to fostering a nurturing environment for their “special students.”
- The Visiting Team commends all academic and therapeutic personnel for their commitment to cooperation.
- The Visiting Team commends the leadership at New Haven School for a commitment to data-driven improvement and “firm but friendly” guidance of the school.

- The Visiting Team commends the owners for responding to the need for expansion and construction of more facilities
- The Visiting Team commends all personnel for creating the strong service-learning component of the program and appropriate extracurricular activities.
- The Visiting Team commends the school leadership and owners for training some 140 persons in proper crisis intervention techniques and procedures. The Visiting Team learned that these persons are trained on a fixed schedule, so that all school personnel are current.
- The Visiting Team commends the owner for offering salaries that are comparable to salaries in the local school districts.
- The Visiting Team commends the school leadership and teachers for their commitment to direct teaching in spite of the difficulty that sometimes presents in the diversified classes (i.e., the disparities in ability levels and levels of achievement).

### **Recommendations:**

- The Visiting Team recommends that all personnel work on improvement of the library as noted above, under NAAS Standard IV.
- The Visiting Team recommends that the owners continue to provide space as needed (see commendation six, above). Classroom space is crowded at the present time.
- The Visiting Team recommends that the owners and administration consider the necessity of hiring a special education teacher. It appears to the Visiting Team that many students could benefit from this.

Lastly, the school is reminded that accreditation provides reasonable assurance about the quality of opportunities available to students who attend the school. A primary purpose of accreditation is to protect the public trust. Accreditation promotes voluntary self-regulation. It is a means of showing confidence in a school's performance (i.e., that both quantitative and qualitative standards have been established). An ultimate objective of the self-study and accreditation process should be that schools institutionalize the process of reflective inquiry and thereby become internally responsible for the maintenance of standards—even the creation of standards.

The Visiting Team has witnessed ongoing and dynamic improvement at New Haven over the past five years that has had a positive impact on teaching and learning, and it is anticipated that the school will continue the process of self-evaluation and ongoing improvement. Sharing, learning, and growth are evident.